

Assessment & Award Regulations

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| 1. | <p>Course Modular Regulations for PGCert, PGDip and MSc in:</p> <ul style="list-style-type: none"> • Intensive Livestock Health & Production • One Health • Risk Analysis in Health and Food Safety • Veterinary Education • Wild Animal Biology • Wild Animal Health • Veterinary Epidemiology |
| 2. | <p>Applicable to Academic Year: for students commencing the course in September 2015</p> |
| 3. | <p>Credit Value and Award Regulations: The credit value of each module and formation of each award title is described in Annexe A</p> |
| 4. | <p>Mark Allocation within Modules The mark allocation within each module is described in Annexe A</p> |
| 5. | <p>Marking Criteria:</p> <p>Written Examinations (except MCQs) and In-Course Assessment: College Common (0-100) Grading Scheme</p> <p>MCQs – the number of marks available for each question will be clearly stated on the examination paper. A question left unanswered or deleted by the candidate will score zero.</p> <p>Oral Presentations & Oral Examinations The RVC marking scheme for Oral Presentations will be used for all appropriate presentations and the marking scheme for Masters Research Project Oral Examinations will be used for appropriate Oral Exams.</p> <p>Teaching Presentations – The College’s marking scheme 0-10</p> <p>LSHTM modules: Overall module marks for module assessments marked at LSHTM shall be converted to RVC marks as described in Annexe B.</p> |
| 6. | <p>Requirements to Pass</p> <p>6.1 Requirements to pass each Module</p> <p>To have achieved a weighted, aggregated average of at least 50% (or gained exemptions) from all of the pieces of work combined.</p> <p>AND</p> <p>To have achieved a pass in each of the practical pieces of work (as appropriate)</p> <p>AND</p> <p>To have submitted all the compulsory formative assignments</p> <p>6.2 Requirements to be awarded a Postgraduate Certificate¹.</p> <p>6.2.1 To have passed individual module(s) (including exemptions) amounting to 60 credits</p> <p>OR</p> <p>6.2.2 To have gained a weighted aggregated average of 50% from modules to the value of 60 credits with modules amounting to a total of no more than 15 credits or one 15 credit module gaining a mark between 40 and 49%. All other modules must have a mark of 50% or more.</p> |

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| 6.3 | <p>Requirements to be awarded a Postgraduate Diploma¹</p> <p>To have passed individual modules (including exemptions) amounting to 120 credits</p> <p>OR</p> <p>6.3.1 To have gained a weighted aggregated average of 50% from modules to the value of 120 credits with modules amounting to a total of no more than 15 credits or one 15 credit module <u>or one 30 credit</u> module gaining a mark between 40 and 49%. All other modules must have a mark of 50% or more.</p> | | | | | | |
| 6.4 | <p>Requirements to pass the MSc¹</p> <p>6.4.1 To have passed the research module and to have passed individual modules (including exemptions) which, when combined, amount to 180 credits in total.</p> <p>OR</p> <p>6.4.2 To have passed the research module</p> <p>AND</p> <p>To have gained a weighted aggregated average of 50% from the remaining balance of modules to make 180 credits in total</p> <p>AND</p> <p>With modules amounting to a total of no more than 15 credits, or one 15 credit module or one 30 credit module gaining a mark between 40 and 49%. All other modules must have a mark of 50% or more.</p> | | | | | | |
| 7. | <p>Consequences of Failure</p> <p>7.1 A student who fails a module at the first attempt shall have a right to resit*. The module mark obtained at the second attempt will be no greater than 50%.</p> <p>7.1.1 When a module resit involves a piece of assessed work, the amount of time the resit student is given to do that work should be the same as on the first occasion.</p> <p>7.2 S/he will be required to resit those pieces of work that were failed (with less than 40%) at the next available opportunity. S/he will also be required to resit any piece of work with a mark of 40-49% in order to pass a module if it has not been passed on aggregate at the first attempt.</p> <p>7.3 A student who fails at the second attempt will be required to relinquish the course. S/he will have a right of appeal as described in College Regulations</p> <p>*modules undertaken in the joint RVC:LSHTM courses cannot be re-sat if they can be compensated.</p> | | | | | | |
| 8. | <p>Classification and Awards:</p> <p>From the combined mark taken from all of the components defined in 6 above, a candidate who achieves:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 0 2px 20px;">75% or more at the first attempt from the aggregate of all modules:</td> <td style="padding: 2px 0 2px 20px;">Distinction</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">65-74% at the first attempt from the aggregate of all modules:</td> <td style="padding: 2px 0 2px 20px;">Merit</td> </tr> <tr> <td style="padding: 2px 0 2px 20px;">50-64% at the first attempt from the aggregate of all modules:</td> <td style="padding: 2px 0 2px 20px;">Pass</td> </tr> </table> | 75% or more at the first attempt from the aggregate of all modules: | Distinction | 65-74% at the first attempt from the aggregate of all modules: | Merit | 50-64% at the first attempt from the aggregate of all modules: | Pass |
| 75% or more at the first attempt from the aggregate of all modules: | Distinction | | | | | | |
| 65-74% at the first attempt from the aggregate of all modules: | Merit | | | | | | |
| 50-64% at the first attempt from the aggregate of all modules: | Pass | | | | | | |

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| 9. | Disclosure of Marks Results will be published by candidate number. |
| 10. | Absence from summative assessments and in-course assessment An allowable absence is one that is for a significant unforeseeable event such as illness. Any other foreseeable absence will only be considered allowable if agreed by PG Academic Progress Committee (APC) and this will only apply in very strictly limited circumstances. For modules undertaken at LSHTM the relevant LSHTM procedures will apply. A student absent for any other reason will be awarded 0 (zero) for the assessment. |
| 11. | Late submission of work Reports, Projects and Assignments submitted after the due deadline will be subject to the late submission policy set out in the College's General Assessment Regulations. LSHTM assessments submitted after the due deadline will be treated in line with LSHTM procedures and are liable to incur a mark of zero, the only exception being if the student has been given an extension that has been agreed via the relevant LSHTM procedures. |

¹For each award and programme, details of modules that must be passed can be found in Annex A.

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Annexe A

| Module Title | Credit Value | Assessments | Assessment Size | Assessment Weighting | Compulsory for which award | Optional for which award | Co-requisite | Pre-requisite | Mutually exclusive modules |
|--|--------------|---|--|----------------------|---|----------------------------|--------------|---------------|----------------------------|
| Principles and Practices of Food Systems | 30 | Written Assignment 1 Oral Examination Written Examination | Up to 3000 words 10 minutes 2 hours | 45% 5% 50% | PG Cert ILHP PG Dip ILHP MSc ILHP | | | | |
| People in the System | 15 | Written Assignment 1 Oral Examination Written Examination | Up to 2000 words 10 minutes 1 hour | 45% 5% 50% | PG Cert ILHP PG Dip ILHP MSc ILHP | | | | |
| Current Trends in Food Systems | 15 | Written Assignment 1 Oral Examination Written Examination | Up to 2000 words 10 minutes 1 hour | 45% 5% 50% | PG Cert ILHP PG Dip ILHP MSc ILHP | | | | |
| Applied Animal Welfare | 15 | In course assessment 1 In course assessment 2 | Up to 2000 words Up to 3000 words or equivalent | 50% 50% | | PG Dip ILHP MSc ILHP | | | |
| Epidemiology | 15 | In course assessment 1 Written Examination | Up to 2000 words 1.5 hours | 50% 50% | | PG Dip ILHP MSc ILHP | | | |
| Food Safety: A system-wide approach | 15 | In course assessment 1 Written Examination | Up to 2000 words or equivalent 1 hour | 50% 50% | | PG Dip ILHP MSc ILHP | | | |

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| Genetics and Genomics in Livestock Management | 15 | In course assessment 1 | Up to 15 slides or equivalent | 30% | | PG Dip ILHP MSc ILHP | | | |
| | | In course assessment 2 | Up to 2000 words | 35% | | | | | |
| | | Written Examination | 1 hour | 35% | | | | | |
| Infectious Diseases of Intensively Reared Livestock – Poultry | 15 | In course assessment 1 | Up to 2000 words or equivalent | 50% | | PG Dip ILHP MSc ILHP | | | |
| | | Written Examination | 2 hours | 50% | | | | | |
| Infectious Diseases of Intensively Reared Livestock – Pigs | 15 | In course assessment 1 | Up to 2000 words or equivalent | 50% | | PG Dip ILHP MSc ILHP | | | |
| | | Written Examination | 2 hours | 50% | | | | | |
| Animal Health Economics | 15 | In course assessment 1 | Up to 2000 words | 45% | | PG Dip ILHP MSc ILHP | | | |
| | | Oral Examination | 10 minutes | 5% | | | | | |
| | | Written Examination | 1 hour | 50% | | | | | |
| Applied Animal Nutrition | 15 | In course assessment 1 | Up to 2000 words or equivalent | 50% | | PG Dip ILHP MSc ILHP | | | |
| | | Written Examination | 1 hour | 50% | | | | | |
| Keeping Disease Out | 15 | In course assessment | Up to 3,000 words or equivalent | 100% | | PG Dip ILHP MSc ILHP | | | |

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| Research Methods for the Food System | 15 | In course assessment 1 Critical Analysis of Two Research Papers Open Book Examination | Up to 1000 words Up to 1500 words 1 hour | 50% 50% Pass/Fail | MSc ILHP | PG Dip ILHP | | | |
| ILHP Research Project | 45 | Written assignment 1 Written assignment 2 Oral Examination | Literature review (up to 1000 words)* Research paper (up to 4000 words)* 20 minutes *for social science based projects, with agreement of supervisor, combined max word count of assignments 1 and 2 may be 10,000 words | 30% 60% 10% | MSc ILHP | | | | |
| Principles & Practice in Veterinary Education 1 (formerly known as Associate in Vet Ed) | 20 | 3 Formative Assignments Teaching Observation | 3000 words (formative) 60 minutes | 100% | | | | | Veterinary Education 1 Veterinary Education 2 |
| Principles & Practice in Veterinary Education 2 (formerly known as Fellow in Vet Ed) | 40 | 5 Formative Assignments Written Assignment Teaching Observation | 5000 words 2500 words 1 hr teaching session + assessment 60 minutes | 100% Pass/Fail | | | | | Veterinary Education 1 Veterinary Education 2 |

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|---|----|---|---|---------------------------|----------------|---------------|--|--|--|
| Veterinary Education 1 | 30 | 4 Formative Assignments Written Assignment Teaching Observation | 3500 words (formative) 2500 words 1 hr teaching session + assessment 60 minutes | 100% Pass/Fail | PG Cert Vet Ed | | | | Principles & Practice in Veterinary Education 1 Principles & Practice in Veterinary Education 2 |
| Veterinary Education 2 | 30 | 4 Formative Assignments Written Assignment Teaching Practical | 3500 words (formative) 2500 words 15 minutes teaching session + 10 minutes feedback | 100% Pass/Fail | PG Cert Vet Ed | | | | Principles & Practice in Veterinary Education 1 Principles & Practice in Veterinary Education 2 |
| Enhancing Teaching and Learning with Technology | 15 | Written Assignment 1 Written Assignment 2 | 1500 - 2000 words 1500 - 2000 words | 50% 50% | | PG Dip Vet Ed | | | |
| Lecturing and Teaching in Large Groups | 15 | Written Assignment Practical | 2000 - 2500 words 30 minutes | 50% 50% | | PG Dip Vet Ed | | | |
| Small Group Teaching | 15 | Written Assignment Practical | 2000 – 2500 words 30 minutes | 50% 50% | | PG Dip Vet Ed | | | |
| Teaching the Basic Sciences in a Clinical Context | 15 | Written Assignment 1 Written Assignment 2 Practical | 750 - 1000 words 1000 - 1500 words 30 minutes | 30% 40% 30% | | PG Dip Vet Ed | | | |

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| Educational Research Methods - Qualitative and Quantitative | 15 | Written Assignment 1 | 750 - 1000 words | 33% | MSc Vet Ed | PG Dip Vet Ed | | | |
| | | Written Assignment 2 | 750 - 1000 words | 33% | | | | | |
| | | Written Assignment 3 | 1000 - 1500 words | 34% | | | | | |
| | | Exam | 1 hour open book exam | Pass/Fail | | | | | |
| Evidence based Veterinary Education | 15 | Written Assignment 1 | 2000-2500 words | 50% | | PG Dip Vet Ed | | | |
| | | Practical | 30 minutes | 50% | | | | | |
| Assessment, Feedback and Learning | 15 | Written Assignment | 2000 - 2500 words | 50% | | PG Dip Vet Ed | | | |
| | | Practical | 30 minutes | 50% | | | | | |
| Clinical Reasoning and Patient Based Teaching | 15 | Written Assignment | 2000 - 2500 words | 50% | | PG Dip Vet Ed | | | |
| | | Practical | 30 minutes | 50% | | | | | |
| Veterinary Education Research Project | 45 | Written Assignment 1 | Research paper combined with Lit Review – up to 10,000 | 90% | MSc Vet Ed | | | | |
| | | Oral Examination | 20 minutes oral exam | 10% | | | | | |
| Conservation Biology | 15 | Examinations | 2 hours | 100% | WAH and WAB | | | | |
| The Impact of Disease on Populations | 15 | Examinations | 1hours | 50% | WAH and WAB | | | | |
| | | In course Assessment 1: Scientific Review | Up to 1500 words | 50% | | | | | |
| Health and Welfare of Captive Wild Animals | 15 | Examinations | 1hours | 50% | WAH and WAB | | | | |
| | | In course Assessment 2: Critical Review | Up to 1500 words | 50% | | | | | |

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|--|----|---|--|---|-------------|--|--|--|--|
| Interventions | 15 | Examinations | 2 hours | 100% | WAH and WAB | | | | |
| Detection and Surveillance of Emerging Disease | 15 | Examinations | 2 hours | 100% | WAH and WAB | | | | |
| Ecosystem Health | 15 | Examinations In course Assessment 3: Presentation Handout | 1 hour 8 minutes Up to 2 pages | 50% 25% 25% | WAH and WAB | | | | |
| Evaluation of the Health and Welfare of Captive Wild Animals | 15 | Examinations | 2 hours | 100% | WAH and WAB | | | | |
| Practical Module | 15 | In course Assessment 4: Management or Post-Mortem Examination Report In course Assessment 5: Poster Procedures List Exam – 20 MCQs | Up to 1500 words Signed off 30 minutes | 37.50% 37.50% 25% | WAB | | | | |

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| Practical Module | 15 | In course Assessment 4: Clinical Case Report | Up to 1500 words | 37.50% | WAH | | | | |
| | | In course Assessment 5: Poster | | 37.50% | | | | | |
| | | Procedures List | Signed off | | | | | | |
| | | Exam – 20 MCQs | 30 minutes | 25% | | | | | |
| Wild Animal Research Module | 60 | Grant Application | 10-12 pages | 20% | WAH and WAB | | | | |
| | | Scientific Paper | 5000 words | 70% | | | | | |
| | | Student Conference | Presentation of research findings | | | | | | |
| | | Oral Examination | 12-15 minutes | 10% | | | | | |
| Introduction to Risk Analysis in Health and Food Safety | 10 | Examination | 2.5 hours | 100% | PG Cert RAIHFS | | | | |
| Advanced quantitative risk assessment modelling | 10 | Examination | 2.5 hours | 100% | PG Cert RAIHFS | | | | |
| Practical module | 40 | Project | 5,000 words | 100% | PG Cert RAIHFS | | | | |
| Foundations of One Health | 15 | Formative assessment: PBL (group work) – presentation | | | MSc One Health | | | | |
| | | Summative assessment: Written assignment | Up to 2000 words | 100% | | | | | |

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|--|----|---|--|----------------|----------------|--|--|--|--|
| Introduction to disease agents for One Health | 15 | Formative assessment: Open Book Examination Summative assessment: Open Book Examination | Up to 1 hour Up to 2 hours | 100% | MSc One Health | | | | |
| Infectious disease emergence | 15 | Formative assessment: Summative assessment: Individual presentation (or equivalent) Risk Assessment exercise | PBL Group work 15 minutes 1500 words | 50% 50% | MSc One Health | | | | |
| Introduction to One Health epidemiology and surveillance | 15 | Formative assessment: Four short answer exercises Summative assessment: Written assignment – critical review of a paper | Up to 2000 words | 100% | MSc One Health | | | | |

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|--|----|--|--|----------------|----------------|--|--|--|--|
| Economics of One Health | 15 | Summative assessment: in-course assessment Summative assessment: Open Book Examination | Two compulsory questions (each to the maximum of 1000 words) Up to 2 hours | 50% 50% | MSc One Health | | | | |
| One Health skills development | 15 | Formative assessment: Group work interdisciplinary principles assessed (PBL). Summative Assessment: Written assignment – policy or strategy paper | 20 minute presentation (group output PBL) 20 minute assessment of individual contribution to PBL by facilitator Up to 2500 words | 100% | MSc One Health | | | | |
| Medical anthropology and public health | 15 | Summative assessment: Essay | Up to 2500 words | 100% | MSc One Health | | | | |

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| Vector biology and vector-parasite interactions | 15 | <p>Summative assessment: Multiple choice examination</p> <p>Written assignment: research proposal in the form suitable to submit to a named grant funding agency</p> | <p>Up to 1 hour</p> <p>Up to 2000 words</p> | <p>33%</p> <p>67%</p> | MSc One Health | | | | |
| Environmental epidemiology | 15 | <p>Multiple-choice test</p> <p>For students who are required to re-sit, or granted a deferral or new attempt, the task will be to write an essay of no more than 1,500 words in response to a technical enquiry about an environmental epidemiology issue. The task would be described as a policy choice facing a local authority, a senior official of which calls for epidemiological advice. The response is to be written using language that would be understood by an educated non-epidemiologist.</p> | <p>1-2 hours</p> <p>(1500 words)</p> | <p>100%</p> <p>(100%)</p> | MSc One Health | | | | |

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| Epidemiology & Control of Communicable Diseases (ECCD) | 15 | Group-written outbreak investigation report Multiple choice question examination For students who are required to re-sit, or granted a deferral or new attempt, there will be a written examination. | 1500 words 1.5 hours | 20% 80% | MSc One Health PG Dip Vet Epi (stand-alone award) MSc Vet Epi | PG Dip Vet Epi (exit award) | | | |
| Globalisation & Health | 15 | Written assignment 1 | 3000 words | 100% | MSc One Health | | | | |
| Research Project | 60 | Summative assessment: Written assignment Oral Examination | Part 1: Literature review (up to 2000 words)* Part 2: Research project (up to 10000 words)* 20 minutes | 90% (part 1 and 2 of the written assignment) 10% (compulsory attendance) | MSc One Health | | | | |

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| Fundamentals, Principles and Practice of Veterinary Epidemiology (FPPVE) | 60 | Written Examination (Paper 1) | 3 hours | 50% (Must pass with 40% or above) | PG Cert Vet Epi PG Dip Vet Epi MSc Vet Epi | | | | |
| | | Written Examination (Paper 2) | 3 hours | 50% (Must pass with 40% or above). An aggregated average of 50% across paper 1 and 2 to pass FPPVE | | | | | |
| Statistical Methods in Epidemiology (SME) | 15 | Written Assignment | Up to 2 sides single spaced A4 (excluding tables, 3 tables max) | 100% | PG Dip Vet Epi (stand-alone award) MSc Vet Epi | PG Dip Vet Epi (exit award) | | | |
| Economics of One Health (EOH) | 15 | Summative assessment: In-course assessment | Two compulsory questions (each to the maximum of 1000 words) | 100% | MSc Vet Epi | PG Dip Vet Epi | | | |

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|--|----|--|--|----------------|---|-----------------------------|--|--|--|
| Epidemiology & Control of Communicable Diseases (ECCD) | 15 | Group-written outbreak investigation report Multiple choice question examination For students who are required to re-sit, or granted a deferral or new attempt, there will be a written examination. | 1500 words 1.5 hours | 20% 80% | PG Dip Vet Epi (stand-alone award) MSc Vet Epi MSc One Health | PG Dip Vet Epi (exit award) | | | |
| Modelling and the Dynamics of Infectious Diseases | 15 | Group work data analysis/ modelling exercise MCQ examination | Group presentation 10 minutes 1.5 hrs | 20% 80% | MSc Vet Epi | PG Dip Vet Epi | | | |
| Applied Veterinary Epidemiology (AVE): | 15 | Written Assignment | Up to 4000 words | 100% | MSc Vet Epi | PG Dip Vet Epi | | | |
| Research Project | 45 | Report Oral Examination | Up to 5000 words 20 minutes | 90% 10% | MSc Vet Epi | | | | |

*for social science based projects, with agreement of supervisor, the combined maximum word count of assignments 1 and 2 may be 12,000 words. Scientific projects are to be up to 5000 words for assignments 1 and 2 combined

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Annex B

MSc/PGDip/PGCert Veterinary Epidemiology/One Health: scheme for converting LSHTM grades to RVC grades

The following table indicates how grades (marks) awarded under the LSHTM grading system (whereby individual component grades are marked on a six-point integer grading scale, which may be combined into more fine-grained grade point averages) should be mapped to the RVC Common Grading Scheme (whereby grades are given against a seventeen-point grading scale, with associated percentages).

| LSHTM INTEGER GRADE POINT | LSHTM DESCRIPTOR | COMMONLY ASSOCIATED GPA RANGE (MAY VARY FOR INDIVIDUAL ASSESSMENTS) | RELATED POINTS ON RVC COMMON GRADING SCHEME | LSHTM-TO-RVC CONVERSION | |
|---------------------------------|---------------------------------|---|--|---|-----------------|
| | | | | FOR GPAs | FOR INTEGER GPs |
| 0 | NOT SUBMITTED (NULL) | N/A | <ul style="list-style-type: none"> NO ANSWER (0%) | 0 ⇒ 0% | 0 ⇒ 0% |
| 0 | VERY POOR (FAIL) | 0.00 – 0.99 | <ul style="list-style-type: none"> EXTREMELY POOR ANSWER (15%) VERY POOR ANSWER (27%) POOR ANSWER (35%) | 0.01 TO 0.33 ⇒ 15% 0.34 TO 0.66 ⇒ 27% 0.67 TO 0.99 ⇒ 35% | 0 ⇒ 27% |
| 1 | UNSATISFACTORY / POOR (FAIL) | 1.00 – 1.99 | <ul style="list-style-type: none"> CLEARLY DEFICIENT ANSWER (42%) DEFICIENT ANSWER (45%) MARGINALLY DEFICIENT ANSWER (48%) | 1.00 TO 1.33 ⇒ 42% 1.34 TO 1.66 ⇒ 45% 1.67 TO 1.99 ⇒ 48% | 1 ⇒ 45% |
| 2 | SATISFACTORY | 2.00 – 2.64 | <ul style="list-style-type: none"> ADEQUATE ANSWER (52%) SOUND ANSWER (55%) VERY SOUND ANSWER (58%) | 2.00 TO 2.21 ⇒ 52% 2.22 TO 2.44 ⇒ 55% 2.45 TO 2.64 ⇒ 58% | 2 ⇒ 55% |
| 3 | GOOD | 2.65 – 3.59 | <ul style="list-style-type: none"> QUITE GOOD ANSWER (62%) GOOD ANSWER (65%) | 2.65 TO 3.14 ⇒ 62% 3.15 TO 3.59 ⇒ 65% | 3 ⇒ 62% |
| 4 | VERY GOOD | 3.60 – 4.49 | <ul style="list-style-type: none"> VERY GOOD ANSWER (68%) | 3.60 TO 4.49 ⇒ 68% | 4 ⇒ 68% |
| 5 | EXCELLENT | 4.50 – 5.00 | <ul style="list-style-type: none"> EXTREMELY GOOD ANSWER (75%) EXCELLENT ANSWER (82%) OUTSTANDING ANSWER (90%) EXCEPTIONAL ANSWER (100%) | 4.50 TO 4.64 ⇒ 75% 4.65 TO 4.79 ⇒ 82% 4.80 TO 4.94 ⇒ 90% 4.95 TO 5.00 ⇒ 100% | 5 ⇒ 90% |

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As supporting rationale for the preceding conversions, the following table compares more detailed grade descriptors for RVC and LSHTM grades.

| RVC Mark descriptor and mark | RVC criteria | RVC postgrad class | LSHTM descriptor and GP | LSHTM criteria | LSHTM postgrad class |
|------------------------------|---|--------------------|-------------------------|--|----------------------|
| No answer (0%) | <p>Selection and coverage of material: Nothing presented or completely incorrect information or containing nothing at all of relevance.</p> <p>Understanding: None evident. No evidence of wider reading of an appropriate nature.</p> <p>Structure, clarity and presentation: None or extremely poor.</p> | Fail | Not submitted (0) | Null mark may be given where work has not been submitted or attempted, or is in serious breach of assessment criteria/regulations. | Fail |
| Extremely poor answer (15%) | <p>Selection and coverage of material: Hardly any information or information that is almost entirely incorrect or irrelevant.</p> <p>Understanding: No or almost no understanding evident. No, or almost no, evidence of wider reading of an appropriate nature.</p> <p>Structure, clarity and presentation: None or very poor.</p> | Fail | Very poor (0) | <p>Poor engagement with the topic, limited understanding, very poor argument & analysis.</p> <p>Simple general criteria for qualitative work: None of the major points present; many irrelevant points included and a serious lack of understanding.</p> <p>Simple general criteria for quantitative work: Some correct, essential part incorrect.</p> | Fail |
| Very poor answer (27%) | <p>Selection and coverage of material: Very limited amount of information that is correct and relevant.</p> <p>Understanding: If any, extremely limited evidence of understanding. No, or almost no, evidence of wider reading of an appropriate nature.</p> <p>Structure, clarity and presentation: Very poor.</p> | Fail | Very poor (0) | | Fail |
| Poor answer (35%) | <p>Selection and coverage of material: Little information that is correct and relevant. For projects, incomplete or inaccurate account of task with inadequate description of aims and methods of practical work and containing significant, and/or a large number of, errors.</p> <p>Understanding: If any, very limited evidence of understanding. There may be evidence of very limited wider reading of an appropriate nature. For projects, many unexplained observations or assertions likely; little or no evidence of original/innovative thinking; very limited reference to published work from authoritative sources.</p> <p>Structure, clarity and presentation: Poor.</p> | Fail | Very poor (0) | | Fail |

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| RVC Mark descriptor and mark | RVC criteria | RVC postgrad class | LSHTM descriptor and GP | LSHTM criteria | LSHTM postgrad class |
|-----------------------------------|---|--------------------|-------------------------|--|----------------------|
| Clearly deficient answer (42%) | <i>As for 45 but with a greater number, and/or more significant, omissions/inaccuracies/errors, flaws in understanding, presentation and/or communication of information. There may be less evidence of wider reading of an appropriate nature.</i> | Fail | Unsatisfactory/Poor (1) | <p>Inadequate engagement with the topic, gaps in understanding, poor argument & analysis.</p> <p>Simple general criteria for qualitative work: A few points are included, but lack of understanding is shown together with use of irrelevant points.</p> <p>Simple general criteria for quantitative work: Many correct but essential part (to be defined) incorrect or unknown.</p> | Fail |
| Deficient answer (45%) | <p>Selection and coverage of material: Superficial coverage of topic that is descriptive and flawed by many important omissions and/or significant errors. For projects, also incomplete record of aims and methods of practical work, little comment on most observations.</p> <p>Understanding: Some evidence of understanding but not of original thought or critical analysis. Evidence of limited wider reading of an appropriate nature. For projects, likely to be inaccuracies in data analysis and/or interpretation and unexplained observations or assertions; little or no evidence of original/innovative thought; very limited reference to published work from authoritative sources.</p> <p>Structure, clarity and presentation: Some disorganisation in structure, lack of organisation, and deficiencies in clarity of expression. For projects, adequate although may not be entirely systematic.</p> | Fail | Unsatisfactory/Poor (1) | | Fail |
| Marginally deficient answer (48%) | <i>As for 45 but with fewer, and/or less significant, omissions/inaccuracies/errors, flaws in understanding, presentation and/or communication of information. There may be more evidence of wider reading of an appropriate nature.</i> | Fail | Unsatisfactory/Poor (1) | | Fail |
| Adequate answer (52%) | <i>As for 55 but with more numerous, and/or more significant omissions/inaccuracies/errors, flaws in understanding, presentation and/or communication of information. There may be less evidence of wider reading of an appropriate nature.</i> | Pass | Satisfactory (2) | Adequate evidence of engagement with the topic but some gaps in understanding or insight, routine argument & analysis, and may have some inaccuracies or omissions. | Pass |
| Sound answer (55%) | Selection and coverage of material: Basic coverage of main aspects of topic but with some significant omissions/inaccuracies/errors. For projects, systematic | Pass | Satisfactory (2) | Simple general criteria for qualitative work: Sufficient relevant information is | Pass |

Assessment & Award Regulations

| RVC Mark descriptor and mark | RVC criteria | RVC postgrad class | LSHTM descriptor and GP | LSHTM criteria | LSHTM postgrad class |
|------------------------------|--|--------------------|-------------------------|--|---------------------------------|
| | <p>account of task with adequate record of aims and methods of practical work and no significant errors, omissions or inaccuracies; but appropriate speculation is unlikely or, if present, is likely to be unsubstantiated.</p> <p>Understanding: Statements supported by facts but limited evidence of critical ability or powers of argument. Evidence of sufficient wider reading of an appropriate nature. For projects, sufficient reference to published work from authoritative sources; data are largely accurate but there may be some unexplained observations or assertions; limited evidence of original/innovative thought.</p> <p>Structure, clarity and presentation: In general, (reasonably) organised and logical presentation with adequate clarity of expression.</p> | | | <p>included but not all major points are discussed, and there may be some errors of interpretation.</p> <p>Simple general criteria for quantitative work: Essential parts correct (to be defined), some incorrect.</p> | |
| Very sound answer (58%) | <i>As for 55 but with fewer, and/or less significant omissions/inaccuracies/errors and more evidence of critical ability and/or powers of argument and clarity of expression. There may be more evidence of wider reading of an appropriate nature.</i> | Pass | Satisfactory (2) | | Pass |
| Quite good answer (62%) | <i>As for 65 but with more, and/or more significant, omissions/inaccuracies/errors and less evidence of critical ability/judgement. There may be less evidence of wider reading of an appropriate nature.</i> | Pass | Good (3) | <p>Good (but not necessarily comprehensive) engagement with the topic, clear understanding & insight, reasonable argument & analysis, but may have some inaccuracies or omissions.</p> | Pass |
| Good answer (65%) | <p>Selection and coverage of material: Good coverage of relevant material and clear evidence of critical judgement in selection of information. Few or no significant omissions or errors. For projects, systematic and accurate account of task with full record of aims and methods of practical work and no significant errors or omissions; some speculation, where appropriate, but may not be fully supported.</p> <p>Understanding: Thorough grasp of concepts and evidence of synthesis of information and critical ability. Evidence of sufficient, or some more extensive, wider reading of an appropriate nature. For projects, reasonable</p> | Merit | Good (3) | <p>Simple general criteria for qualitative work: The major points are discussed, but relevant, though less important considerations, are omitted.</p> <p>Simple general criteria for quantitative work: Most correct, a few incorrect allowed.</p> | Pass (there is no merit option) |

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|------------------------------|--|--------------------|-------------------------|---|---------------------------------|
| | comment on all observations with few unexplained findings or assertion; some evidence of original/innovative thinking; appropriate reference to published work from authoritative sources; data manipulated and analysed correctly. Structure, clarity and presentation: Logical and organised structure with clarity of expression. | | | | |
| Very good answer (68%) | <i>As for 65 but with fewer, and/or less significant, omissions/inaccuracies/errors. More evidence of critical judgement likely. There may be more evidence of wider reading of an appropriate nature.</i> | Merit | Very good (4) | Very good engagement with the topic, very good depth of understanding & insight, very good argument & analysis. This work may be 'borderline distinction standard'. <ul style="list-style-type: none"> Note that very good work may have some inaccuracies or omissions but not enough to question the understanding of the subject matter. <p>Simple general criteria for qualitative work: A full discussion of the topic that includes all relevant information and critical evaluation.</p> <p>Simple general criteria for quantitative work: Almost all correct, none incorrect.</p> | Pass (there is no merit option) |
| Extremely good answer (75%) | Selection and coverage of material: Question answered fully and accurately. Few errors and/or omissions and none of significance. For projects, full and accurate account of task, aims and methods of practical work with few errors and/or omissions and none of significance; where appropriate, sensible speculation, supported by evidence. Understanding: Thorough grasp of concepts with evidence of powers of critical analysis, argument and original thinking . Evidence of extensive wider reading of an appropriate nature. For projects, also some critical and/or comparative comment on all observations; clear evidence of original/innovative thinking; published work from authoritative sources used extensively and appropriately; data manipulated and analysed correctly. | Distinction | Excellent (5) | Excellent engagement with the topic, excellent depth of understanding & insight, excellent argument & analysis. Generally, this work will be 'distinction standard'. <ul style="list-style-type: none"> NB that excellent work does not have to be 'outstanding' or exceptional by comparison with other students; these grades should not be capped to a limited number of students per class. Nor should such work be expected to be 100% perfect – some minor inaccuracies or omissions may be permissible. | Distinction |

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|------------------------------|---|--------------------|-------------------------|---|----------------------|
| | Structure, clarity and presentation: Logical and organised structure with clarity of expression. For projects, very well organised. | | | Simple general criteria for qualitative work: A comprehensive discussion of the topic giving all relevant information, showing in-depth critical understanding of the topic, going beyond conventional answers, and bringing in additional relevant ideas or material. Simple general criteria for quantitative work: All correct. | |
| Excellent answer (82%) | <i>As for 75 but demonstrating an authoritative grasp of concepts with sustained powers of argument, and frequent insights (and for projects, much evidence of original/innovative thinking). Virtually no errors or omissions and none of significance.</i> | Distinction | Excellent (5) | | Distinction |
| Outstanding answer (90%) | <i>As for 85 but with strong evidence of independent thinking throughout and no omissions or factual errors. For projects, also original/innovative thinking, and would be of publishable standard with only minor modifications to content.</i> | Distinction | Excellent (5) | | Distinction |
| Exceptional answer (100%) | Selection and coverage of material: Exceptional depth of coverage with no identifiable errors or omissions. Understanding: Exceptional powers of analysis, argument, synthesis and insight. Considerable evidence of extensive wider reading of an appropriate nature. Structure, clarity and presentation: Flawless. For projects, of publishable standard with only amendments in style/formatting required. | Distinction | Excellent (5) | | Distinction |

Assessment & Award Regulations

Annxe C

Accreditations

| Accreditation | Credit and Awards that must be gained to qualify for accreditation |
|---|---|
| Associate of the Higher Education Academy | Principles & Practice in Veterinary Education 1 |
| Fellow of the Higher Education Academy | Principles & Practice in Veterinary Education 2 or PGCert in Veterinary Education |
| | |